

## DOCUMENT RESUME

ED 438 426

CE 079 715

TITLE English for Speakers of Other Languages (ESOL) and Citizenship Programs. Technical Assistance Paper.

INSTITUTION Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.

REPORT NO FDE-DUD-ESOL-AE-066

PUB DATE 2000-00-00

NOTE 24p., For other technical assistance papers, see CE 079 711-714. Prepared by the Adult General Education Task Force of Practitioners in conjunction with the Florida Department of Education Division of Workforce Development.

AVAILABLE FROM Florida Department of Education, Division of Workforce Development, Bureau of Program Management and Development, 325 West Gaines Street, Room 644, Tallahassee, FL 32399-0400. Tel: 850-488-6191. For full text: [http://www.firn.edu/doe/bin00051/adult\\_ed.htm](http://www.firn.edu/doe/bin00051/adult_ed.htm).

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Adult Literacy; Adult Students; \*Citizenship Education; Classroom Techniques; \*Course Content; Definitions; Employment Potential; \*English (Second Language); Job Skills; Literacy Education; State Programs; \*State Standards; \*Student Evaluation; \*Vocational English (Second Language)

IDENTIFIERS \*Florida

## ABSTRACT

This technical assistance paper is designed to help local adult education administrators and teachers in Florida as they implement changes in the Adult English for Speakers of Other Languages (ESOL) Program Curriculum Framework, which provides the state with a minimum set of standards to be used by all facilities delivering ESOL citizenship education classes. State-required frameworks and performance standards are designed to provide consistency, programmatic quality, and integrity. The ESOL Frameworks prepare students for the citizenship test by including the study of U.S. history, government, culture, and symbols. The paper addresses the following six areas: (1) purpose and terminology; (2) course matrix, including literacy completion points and correlation with Florida state standards; (3) student eligibility and assessment, with program orientation components; (4) assessment and placement, including appropriate basic skills testing instruments; (5) the instructional program for adult ESOL, vocational ESOL, and workplace readiness skills for limited-English-proficient adults; and (6) the citizenship course. Two appendixes that provide acronyms, rules, and the state standards correlations are included, as are a state-level staff directory, and a directory of technical assistance directors and consultants organized by the five regions of the state. (KC)



U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

☒ This document has been reproduced as  
received from the person or organization  
originating it.

☐ Minor changes have been made to  
improve reproduction quality.

• Points of view or opinions stated in this  
document do not necessarily represent  
official OERI position or policy.

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL IN  
MICROFORM ONLY HAS BEEN GRANTED BY

*B. Hoorn*  
TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

2B

## TECHNICAL ASSISTANCE PAPER FOR

# *English for Speakers of Other Languages (ESOL) and Citizenship Programs*

Prepared by:

**ADULT GENERAL EDUCATION  
TASK FORCE OF PRACTITIONERS  
IN CONJUNCTION WITH  
FLORIDA DEPARTMENT OF EDUCATION  
DIVISION OF WORKFORCE DEVELOPMENT**



Florida Department of  
Education

[www.firn.edu/doe](http://www.firn.edu/doe)

Tom Gallagher  
Commissioner of Education

ADULT EDUCATION:

*A Gateway to the Good Life*

BEST COPY AVAILABLE

---

## VISION

---

All adult education, workforce development, literacy education, community education, and community involvement programs and activities in Florida are delivered through a cost-effective and accountable process by qualified practitioners.

---

## MISSION

---

The Practitioners' Task Force (PTF) will provide qualified practitioners in Florida the opportunity to consistently review critical program issues and recommend appropriate action plans relative to improving, restructuring, and accountability components for adult education, workforce development, literacy education, community education, and community involvement programs and activities.

---

*I value the work these practitioners have done, because they provide insight as to what is needed and what is happening in adult education. The positive results of the effort of our Practitioners' Task Force committees have been clearly demonstrated to state and federal policy makers.*

*Joe Stephens*

*Director*

*Division of Workforce Development*

*Florida Department of Education*

---

## TABLE OF CONTENTS

|                                                                     |    |
|---------------------------------------------------------------------|----|
| INTRODUCTION .....                                                  | 5  |
| Purpose                                                             |    |
| Terminology                                                         |    |
| ADULT ESOL COURSE MATRIX .....                                      | 6  |
| Literacy Completion Points (LCPs) and Program Completion            |    |
| Documenting Progress and Completion                                 |    |
| STUDENT ELIGIBILITY AND ASSESSMENT .....                            | 9  |
| Orientation                                                         |    |
| Assessment and Placement                                            |    |
| Target Population for Workforce Development                         |    |
| INSTRUCTIONAL PROGRAM .....                                         | 13 |
| Adult English for Speakers of Other Languages                       |    |
| Adult Vocational English for Speakers of Other Languages (VESOL)    |    |
| Workplace Readiness Skills for the Limited English Proficient Adult |    |
| Citizenship Course                                                  |    |
| APPENDICES .....                                                    | 19 |
| APPENDIX A: ACRONYMS - ADULT EDUCATION                              |    |
| APPENDIX B: RULES                                                   |    |
| SUMMARY .....                                                       | 20 |
| TECHNICAL ASSISTANCE DIRECTORY .....                                | 21 |

## INTRODUCTION

### PURPOSE

The purpose of this document is to aid practitioners as they implement changes made in Adult English for Speakers of Other Languages (ESOL) Program Curriculum Frameworks and Performance Standards. The benchmarks included in the Frameworks are designed to facilitate initiation of a competency-based course of study. Each course with the Literacy Completion Points (LCPs) contained therein (where applicable) has been developed to allow for easy documentation of student progress through the program.

The purpose of the citizenship course is to prepare students for success in the naturalization process required for all who have United States citizenship as a goal. The course content includes preparation for the citizenship test by including the study of United States history, government, culture, and symbols.

### TERMINOLOGY

The following definitions are excerpted from the Workforce Development Implementation Act of 1998 (Section 239.105, F.S.), and the Commissioner's Task Force Report (1998).

**Adult General Education** – A comprehensive instructional program designed to improve the employability of the state's workforce through adult basic education, adult secondary education, English for Speakers of Other Languages, vocational preparatory instruction, and instruction for adults with disabilities.

**Adult ESOL or Adult ESL** – Noncredit English language courses designed to improve the employability of the state's workforce thorough acquisition of communication skills and cultural competencies which enhance ability to read, write, speak, and listen in English. ESOL means English for Speakers of Other Languages. ESL means English as a Second Language. The two terms are interchangeable.

**Adult Student** – A student who is beyond the compulsory school age and who has legally left elementary or secondary school, or a high school student who is taking an adult course required for high school graduation.

**Literacy Completion Point (LCP)** – The attainment of academic or workforce readiness skills that qualify the participant for further basic education, vocational education, or employment.

**Student Performance Level (SPL)** – A measurement of student performance utilized in the placement of a student in the appropriate ESOL level.

A list of acronyms and rules are provided in Appendices A and B, respectively.

## ADULT ESOL COURSE MATRIX

The courses included in the Adult ESOL Program:

| COURSE CODE # | CIP #       | COURSE TITLE                                         |
|---------------|-------------|------------------------------------------------------|
| #9900040      | 1532.010300 | Adult English for Speakers of Other Languages (ESOL) |
| #9900050      | 1532.010300 | Adult VESOL                                          |
| #9900051      | 1532.010300 | Adult ESOL Academic Skills                           |
| #9900080      | 1532.010300 | Workplace Readiness Skills for the LEP Adult         |
| #9900090      | 1533.010200 | Citizenship                                          |

## LITERACY COMPLETION POINTS (LCPs) AND PROGRAM COMPLETION

Documentation of student progress and educational gains is required for workforce development funding and accountability. There are currently seven Literacy Completion Points (LCPs) in the ESOL Curriculum Frameworks, including Adult ESOL Academic Skills, which was added for year 1999-2000. LCP completion is directly tied to performance funding.

Progression through LCPs may be determined by one or more of the following:

- grade scale/scale score improvements measured by an approved test (School districts and community colleges may use any of the listed state-approved tests as referenced in State Board Rule (SBR) 6A-6.014, FAC.);

- improvement of literacy or workforce readiness skills (The State has determined that improvement of literacy or workforce readiness skills will be measured by attainment of LCPs.); and
- successful completion of curriculum frameworks and course performance standards.

State competency checklists will document achievement of ESOL students. The competency checklist based on the state-approved curriculum frameworks may be used to document student achievement of competencies (please refer to sample on following page).

The instructor may certify student achievement of competencies with these documents and agency approval. Additional guidance with standards for documentation will be forthcoming during this year. Completed competency checklists, which certify completion of an LCP, may be maintained in the program office or in a similar permanent record system and may be used as an auditable instrument.

Performance-based portfolios including samples of student work, and an evaluation of those samples may also be included as back-up documentation to support the certification of the LCP.

Each competency checklist correlates with the Adult ESOL LCP levels:

|       |                            |
|-------|----------------------------|
| LCP-A | ESOL Literacy/Foundations  |
| LCP-B | ESOL Low Beginning         |
| LCP-C | ESOL High Beginning        |
| LCP-D | ESOL Low Intermediate      |
| LCP-E | ESOL High Intermediate     |
| LCP-F | ESOL Advanced              |
| LCP-A | VESOL I                    |
| LCP-B | VESOL II                   |
| LCP-C | VESOL III                  |
| LCP-A | WORKPLACE READINESS SKILLS |
| LCP-A | CITIZENSHIP                |
| LCP-A | Adult ESOL Academic Skills |

The competency checklists for addressing all levels are available on one 3.5" microdisk by request through the Department of Education, Division of Workforce Development, Adult Education Section.

Agencies may wish to modify the format of the checklist such as the size to save paper or make other adjustments for their particular program.

---

*The competency checklists for addressing all levels are available on one 3.5" microdisk by request through the Department of Education, Division of Workforce Development, Adult Education Section.*

---

## SAMPLE CHECKLIST

| <i>The student is able to...</i>                                                                                  | <i>LIFE SKILLS</i>                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>WORKFORCE DEVELOPMENT SKILLS</b>                                                                               | <input type="checkbox"/> <b>05.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EFFECTIVE INTERPERSONAL COMMUNICATION ...</b>                |
| <input type="checkbox"/> <b>01.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO OBTAIN EMPLOYMENT...</b>                 | <b>Date Achieved</b> ____/____/____                                                                                                    |
| 01.01 Identify entry level jobs and workplaces of various occupations.                                            | 05.01 Use appropriate greetings, introductions and farewells.                                                                          |
| 01.02 Recognize procedures for applying for a job and complete a simplified job application form with assistance. | 05.02 Identify self and personal information.                                                                                          |
| 01.03 Demonstrate ability to respond to basic interview questions.                                                | 05.03 Express likes, dislikes, feelings and emotions in culturally appropriate ways.                                                   |
| 01.04 Produce required forms of identification for employment.                                                    | 05.04 Use and respond to polite expressions.                                                                                           |
| 01.05 Define job benefits vocabulary.                                                                             | <input type="checkbox"/> <b>06.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EFFECTIVE TELEPHONE COMMUNICATION...</b>                     |
| <input type="checkbox"/> <b>02.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO MAINTAIN EMPLOYMENT...</b>               | <b>Date Achieved</b> ____/____/____                                                                                                    |
| <b>Date Achieved:</b> ____/____/____                                                                              | 06.01 Demonstrate ability to use basic residential telephones.                                                                         |
| 02.01 Demonstrate understanding of generic work standards, requirements and rules.                                | 06.02 Answer the telephone and respond or express a lack of understanding.                                                             |
| 02.02 Demonstrate ability to ask for assistance and clarification on the job.                                     | 06.03 Use basic emergency vocabulary and 911 procedures.                                                                               |
| 02.03 Recognize safety procedures appropriate to the job.                                                         | 06.04 Recognize and identify a telephone book, calling card, and a telephone bill.                                                     |
| 02.04 Demonstrate ability to read a simple work schedule.                                                         | <input type="checkbox"/> <b>07.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO COMMUNICATE EFFECTIVELY ON HEALTH AND NUTRITION TOPICS...</b> |
| 02.05 Recognize pay stub and deductions.                                                                          | <b>Date Achieved</b> ____/____/____                                                                                                    |
| <input type="checkbox"/> <b>03.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR CAREER ADVANCEMENT...</b>               | 07.01 Recognize and identify basic body parts.                                                                                         |
| <b>Date Achieved:</b> ____/____/____                                                                              | 07.02 Recognize basic vocabulary relating to illness and accidents.                                                                    |
| 03.01 Identify job promotion requirements.                                                                        | 07.03 Recognize basic health care vocabulary (doctor, nurse, dentist, hospital, clinic, health department, emergency room.)            |
| 03.02 Set education and employment goals.                                                                         | 07.04 Request a doctor's appointment and read an appointment card.                                                                     |
| 03.03 Recognize importance of interpersonal communication skills on the job.                                      | 07.05 Identify various medications, their usage, request assistance with dosage and recognize requirements for immunizations.          |
| 03.04 Demonstrate ability to use basic test taking strategies.                                                    |                                                                                                                                        |
| <input type="checkbox"/> <b>04.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ACCESS APPLIED TECHNOLOGY...</b>         |                                                                                                                                        |
| <b>Date Achieved</b> ____/____/____                                                                               |                                                                                                                                        |
| 04.01 Demonstrate knowledge of operating equipment necessary for home and work.                                   |                                                                                                                                        |

## DOCUMENTING PROGRESS AND COMPLETION

School districts and community colleges must have a reporting system in place to document completion of LCPs. It is crucial that instructors realize the importance of accurate recording and reporting. Records must be maintained until an auditing cycle is completed, usually within a three-year period for school districts and seven-year period for community colleges.

## STUDENT PROGRESSION

Students move from one LCP level to the next higher level by:

- State-approved assessment achievement of standardized test scores corresponding to LCP exit levels.
- Completion of all the student performance standards for that LCP as listed in the state-approved ESOL Curriculum Frameworks.

# STUDENT ELIGIBILITY AND ASSESSMENT

## ORIENTATION

The recent shift to performance-based funding mandates documentation of completion and placement of students in districts and colleges to be provided effective student orientation, assessment, and placement.

Initial ESOL Program Orientation is essential if students are to understand the scope of the program and how they will progress toward their goals. This understanding is critical if the students are to make the commitment necessary to achieve those goals. While program orientation will be different in various institutions, there are essential components that will provide consistency and a firm basis for success.

### *Initial ESOL*

*Program Orientation is essential if students are to understand the scope of the program and how they will progress toward their goals.*

## PROGRAM ORIENTATION COMPONENTS

- Description of course length, days and times of classes.
- Statement detailing program policies as open entry/open exit or specific enrollment dates.
- Performance-based expectations.

Note: Under performance-based funding, students are expected to complete a level of ESOL (LCP) before exiting the program or to take a post-test before withdrawal. Based on the results of the post-test, or level completion, students may receive a certificate of level completion.

- Description of registration, assessment, and placement process.
- Description of ESOL promotion process.

- Completion of student registration/orientation.

*Suggested topics for registration/orientation:*

- personal information
- years of education in home country or prior educational experience
- days and times students are available to attend class
- short- and long-term educational and employment goals
- learning contract.
- Administration of assessment.
- Student counseling and placement in ESOL class.

The orientation process may be conducted by bilingual staff or in English with bilingual printed orientation information. Orientation and assessment can be conducted using trained instructional staff and/or bilingual paraprofessionals (aides) with assistance from clerical staff and/or volunteers.

*Scores derived from assessment will provide "high stakes" data. "High Stakes" means that they are part of the funding process.*

## ASSESSMENT AND PLACEMENT

State Board of Education Rule 6A-6.014, FAC, *General Requirements for Adult General Education Programs* lists assessment instruments appropriate for use in all Adult General Education Programs in paragraph (4) Academic Skill Tests for Adults. This rule notes that the purpose of testing is accurate student placement.

There are three instruments listed under alternatives to basic skills testing which are appropriate for Adult ESOL Students:

- Comprehensive Adult Student Assessment System (CASAS). (Both Listening and Reading must be used.)
- Adult Language Assessment Scales (A-LAS).
- Literacy Volunteers of America (LVA) English as a Second Language Oral Assessment (ESLOA).

CASAS and A-LAS have sections that may be group administered, while the entire ESLOA must be administered and scored individually. CASAS and A-LAS may be scored electronically or by hand. Group-administered testing instruments allow programs to assess numbers of students less expensively than tests that are individually administered. Scoring oral assessments that are individually administered requires more training than objectively scored group-administered tests. The State Board of Education Rule cited above requires that assessments be used in accordance with the highest professional practices and standard procedures. Local educational agencies are required to maintain records in accordance with prescribed statutes and make them available to the Auditor General for auditable purposes. Therefore, testing procedures and scores which document any performances reported for funding under the Workforce Development Fund or other funding sources administered by the department will be audited in much the same way as FTE Education records were audited in the past.

Smaller programs can be best served by ESLOA. This individually administered instrument is most effective with lower level students. The test requires staff to administer orally this individualized instrument, but the cost of materials is much less than either A-LAS or CASAS. A program must use the instrument which best serves its purpose.

Districts and colleges should review staffing needed to meet the requirements by publishers of standardized tests and guidelines as set forth by the State Board of Education Rule.

This may mean that teachers will no longer be able to handle the multiple demands of registering and testing students and teaching an ESOL class at the same time. Program accommodations must be made to provide assistance for instructors with orientation and assessment of students in order to avoid compromising the integrity of the test and the quality of classroom instruction.

Revisions to State Board of Education Rule 6A-6.014, FAC, contained herein were approved in December, 1998. Results of appropriate assessment may be used to place students in ESOL classes. The following two charts give placement guidelines for a variety of situations.

Publishers of basic skills examinations make no claims relative to the use of those instruments with LEP students. CTB McGraw-Hill (TABE) representatives have consistently stated that TABE is not an appropriate instrument for placement of ESL students. They have suggested that an instrument designed to measure English language acquisition be used.

| SCALE SCORES                                        |                      |     |                              |             |         |              |               |                      |
|-----------------------------------------------------|----------------------|-----|------------------------------|-------------|---------|--------------|---------------|----------------------|
|                                                     |                      |     | A-LAS<br>Reading/<br>Writing |             | CASAS   | ESLOA        |               | TABE                 |
| SPLs/Titles                                         | Functioning<br>Level | LCP | Level<br>1                   | Level<br>2  |         | Level        | Points        | Grade<br>Equivalents |
| 0-2. Literacy/<br>Foundation                        | 2                    | A   | 0-45                         |             | 0-190   | One          | 1-10          | 0-1.9                |
| 3. Low Beginning                                    | 3                    | B   | 46-<br>85                    |             | 191-200 | Two          | 1-9           | 2.0-2.9              |
| 4. High Beginning                                   | 4                    | C   |                              | 86-<br>116  | 201-210 | Two          | 10-15         | 3.0-4.5              |
| 5. Low Intermediate                                 | 5                    | D   |                              | 116-<br>138 | 211-220 | Two<br>Three | 16-20<br>1-11 | 4.6-5.9              |
| 6. High Intermediate                                | 6                    | E   |                              |             | 221-235 | Three        | 12-15         | 6.0-7.4              |
| 7. Advanced                                         | 7                    | F   |                              |             | 236-245 | Four         | 1-8           | 7.5-8.9              |
| 8. Adult ESOL<br>Academic Skills<br>Course #9900051 |                      | A   |                              |             | 246-up  | Four         | 9-12          | 9.0-above            |

BEST COPY AVAILABLE

| CURRICULUM<br>LEVEL<br>VESOL | GRADE LEVEL<br>TAFE | CASAS<br>SCORES<br>VESOL | A-LAS<br>SCALE<br>SCORES | STUDENT<br>PERFORMANCE<br>LEVELS/SPL | ESLOA                           |
|------------------------------|---------------------|--------------------------|--------------------------|--------------------------------------|---------------------------------|
| VESOL Beginning<br>LCP-A     | 1.9-2.9             | 181-200                  | 20-85<br>Level 1 A/B     | SPL 2-3                              | Level 1, 8-10<br>Level 2, 1-9   |
| VESOL Intermediate<br>LCP-B  | 3.0-5.9             | 201-220                  | 85-138<br>Level 2 A/B    | SPL 4-5                              | Level 2, 10-20<br>Level 3, 1-11 |
| VESOL Advanced<br>LCP-C      | 6.0-8.9             | 221-245                  | 139 and up<br>Level 2    | SPL 6-7                              | Level 3, 12-15<br>Level 4, 1-8  |

Adult VESOL students who are preparing for success in vocational/technical programs may also be administered a basic skills exam such as TAFE to determine a realistic timetable for transition into a vocational program.

**CORRELATION OF ESLOA AND TAFE TO STUDENT PERFORMANCE LEVELS (SPL)**

| ADULT ESOL LEVELS                | ESLOA RESULT                                 | GRADE LEVEL SCORES<br>FROM TAFE | SPL |
|----------------------------------|----------------------------------------------|---------------------------------|-----|
| LCP-A<br>Literacy/Foundations    | Level 1-Low Beginner<br>Level 1 Mid Beginner | 0-1.9                           | 0-2 |
| LCP-B Low Beginning              | Level 2 Mid Beginner                         | 2.0-2.9                         | 3   |
| LCP-C High Beginning             | Level 2 High Beginner                        | 3.0-4.5                         | 4   |
| LCP-D Low Intermediate           | Level 3 Low Intermediate                     | 4.6-5.9                         | 5   |
| LCP-E High Intermediate          | Level 3 High Intermediate                    | 6.0-7.4                         | 6   |
| LCP-F Advanced                   | Level 4 Advanced                             | 7.5-8.9                         | 7+  |
| Adult ESOL Academic Skills LCP-A | Grade Level                                  | 9.0-12.0*                       | 8+  |

\*Students enrolled in this course should function at a language skill level appropriate for high school students who aspire to higher education.

|                              |                         |                                       |
|------------------------------|-------------------------|---------------------------------------|
| Workplace Readiness<br>LCP-A | Grade Level +<br>Varies | Student Performance Levels*<br>Varies |
|------------------------------|-------------------------|---------------------------------------|

\*Workplace Readiness Skills for the LEP Adult students does not require initial assessment. Most workplace classes are customized for a particular population with the specific goals determining the appropriate performance level of the students.

| Citizenship<br>LCP-A | Grade Level<br>Basic Skills<br>Exam | CASAS<br>Scale Score | A-LAS<br>Scale Score | SPL    | ESLOA      |
|----------------------|-------------------------------------|----------------------|----------------------|--------|------------|
| LCP-A                | 2.0+                                | 191+                 | 46+                  | SPL 3+ | Level 2 1+ |

\*\*Citizenship students are not required to be initially assessed, but should attain scores as noted above to be successful in the program.

## TARGET POPULATION FOR WORKFORCE DEVELOPMENT

Workforce Development targets adults who are willing and able to join the American workforce. The legislative definition of these programs states the purpose is "to improve the employability of the state's workforce."

The legislature has clearly designed the program to enhance the state's ability to have in place a trained workforce. This is in keeping with early goals that the U.S. Congress had for adult education. From the beginning, adult education was designed as an integral part of the nation's job training effort.

### QUALIFICATIONS

Senior adult learners and adults with disabilities who intend to enter the workforce are eligible for participation in this program. Categorical funds have, under certain circumstances, been designated to address adult education programs for adults with disabilities who will be entering the workforce.

Since the Legislature clearly had a vision that all adult education should enhance workforce development, the curriculum frameworks for the Adult ESOL program courses have been developed to reach that goal. Students who enroll in these courses should be aware of that up front.

Courses can be developed for clients not eligible or interested in Workforce Education goals. This includes the option to charge clients a fee to participate in ESOL classes. Fee-based classes would operate as community education classes and would cover the full cost of instruction and materials from these fees. Students, however, in fee-based classes cannot be counted as participants in the Workforce Development Program, and LCPs should not be reported. This may require separate class sections designed to meet the specific needs of the fee-paying students.

Open entry/open exit policies are a college/district option. Community colleges or school districts may wish to establish a two- or three-week window for registration. Setting the calendar to maximize effective use of workforce development funds is a local option.

---

*From the beginning,  
adult education was  
designed as an integral  
part of the nation's job  
training effort.*

---

## INSTRUCTIONAL PROGRAM

### ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The curriculum frameworks are the minimum performance standards developed by practitioners to assist teachers of English for Speakers of Other Languages (ESOL) in providing consistency in the delivery of instruction. They are designed to enhance the ability of students to communicate competently in English at various levels of instruction. Each instructional level focuses on workforce development, life,

and academic skills. It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons which integrate skills from several areas. Curriculum Frameworks for Adult Secondary ESOL titled Adult ESOL Academic Skills students have been developed for the 1999-2000 school year.

### PROGRAM IMPLEMENTATION

Meeting the needs of the adult learner in the classroom is an important practice that all teachers need to recognize. The adult learner usually knows why he or she is studying the language, relating it to a particular goal. The instructor must recognize this motivation and satisfy it through instruction that responds to the needs and goals of the learner as much as possible. The targeted level of English proficiency, the content of instruction and its sequencing should be determined by the goals of the students. The content of instruction must be immediately applicable to real life situations that include skills useful in workplace, life, and academic applications.

Students who have completed the Adult ESOL Advanced LCP-Framework, but are not yet ready for college work, may be served through the High School Credit Program and enrolled in General Education Promotion Course Number #9900010. The associated standards will be from appropriate secondary course(s) listed in the Course Code Directory. Certification shall be prescribed in the Florida Course Code Directory and Curriculum Frameworks for General Education Promotion except that ESOL endorsement requirements as specified in the 1990 META Agreement do not apply to instructors who only instruct adult students. Teachers of co-enrolled students, however, must meet all standards as specified in the META agreement.

---

*The competency checklist is an instrument for instructors use to document attainment of Literacy Completion Points.*

---

### METHODS OF INSTRUCTION/MULTILEVEL TEACHING

Due to much diversity in the needs, goals, and backgrounds of ESOL students, the teacher will find that various methods of classroom instruction will be necessary in the implementation of the ESOL Curriculum Frameworks. Effective instruction should include a variety of instructional techniques and resource materials. Inclusive of such variety is individualized instruction, cooperative learning, competency-based instruction, technology-assisted learning, student-centered and teacher-directed learning. It is also recommended that instructors be familiar and fully cognizant of the intended outcomes and relate them to the needs of students.

Various ways of meeting the needs of the learners in a multilevel classroom include individualization, pairing, grouping, and learning centers. The learning centers are particularly effective in meeting the multilevel challenge because of the variety of activities from which students can select. Learning centers that make extensive use of computer-assisted instruction are most effective tools in the multilevel class. Peer coaching is another effective technique when students of varying English abilities with the same home language background can be grouped together.

### EVALUATION OF LEARNING COMPETENCIES

When designing criteria, instructors should pay particular attention to the learning of performance standards listed in the Adult ESOL Curriculum Frameworks that are part of an ESOL program. These performance standards are designed to provide measurable learning outcomes and to indicate areas in which students need to demonstrate achievement of skills.

The competency checklist is an instrument for instructors' use to document attainment of Literacy Completion Points. The instructor will back up competencies certified on the checklists with additional evaluation instruments such as standardized tests, teacher-made tests, and student portfolios. Together these records will satisfy requirements for documentation of student attainment of performance standards.

## **ADULT VOCATIONAL ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (VESOL)**

The purpose of the Adult VESOL course is to provide English language instruction for limited English proficient adults, which will prepare them to be successful as students in vocational/technical programs or the workforce.

VESOL means Vocational English for Speakers of Other Languages. Traditionally, VESOL has meant occupation-specific language instruction. However, in Florida the term also refers to prevocational language development as well as career awareness activities. VESOL Level 1 addresses general employability and prevocational topics. VESOL Levels 2 and 3 are increasingly narrowed to focus on occupation-specific language development.

The content is compatible with principles of language acquisition for adult learners of English and includes language skills applicable to general workforce development as well as studies specific to vocational/technical programs. The four skill areas (listening, speaking, reading, and writing) are addressed within VESOL competencies at each completion point.

### **PROGRAM IMPLEMENTATION**

The first VESOL Curriculum Framework emphasizes work-related topics whether general or occupation specific, and identifies the course number and literacy completion points (LCPs). Adult VESOL is a non-credit course, which is designed to improve students' chances for success in vocational/technical programs. Students may enroll in VESOL prior to, or concurrent with, enrollment in a vocational/technical program. Students may also be concurrently enrolled in a Vocational Preparatory Instruction (VPI) Program. ESOL students who need employability skills should be enrolled in VESOL LCP-A to acquire the expertise needed by employment. Additionally, students may be enrolled in Adult VESOL and Adult ESOL concurrently.

As instructors prepare to teach VESOL, they should review current practices which relate to successful employability. This review should include job preparation, job search, successful employment and retaining that job after employment. All materials, visuals, and activities must have a direct link to workforce development. VESOL classes require realia related to the workplace—such as writing activities using job descriptions and oral language units related to job interviews, as well as vocabulary exercises based on a specific vocational area.

### **METHOD OF INSTRUCTION**

Materials designed for the VESOL program are important components in a successful effort. Publishers are currently correlating their materials to the new VESOL Curriculum Frameworks. Several companies are developing new VESOL programs which focus on work-related topics.

VESOL teachers work closely with vocational instructors to develop occupation-specific vocabulary lists and language activities related to their students' employment goals. Instruction in the VESOL classroom emphasizes work-related topics. All materials used should support instruction designed to lead to student attainment of performance standards.

Instructional activities will include a combination of whole class, small group, and individualized instruction. There are many computer-assisted instruction learning activities which enhance instruction in the VESOL classroom or lab.

## EVALUATION

Adult VESOL learners must achieve a Literacy Completion Point (LCP) to exit a level as a completer. Attainment of performance standards can be documented by the appropriate competency checklist score or an approved test. Students will remain in the VESOL level until they attain the required benchmark. Since the goal of the VESOL student is entrance into a vocational/technical program, it is also appropriate to assess students with a basic skills test such as TABE to determine an appropriate timeline for enrollment in a vocational/technical program.

College and district programs will be expected to maintain documentation of student attainment. This is especially critical for students who have attained an LCP, which will count toward the institution's "completions" for performance-based funding.

## WORKPLACE READINESS SKILLS FOR THE LIMITED ENGLISH PROFICIENT ADULT

The purpose of the Workplace Readiness Skills for the LEP Adult course is to provide English language instruction for limited English proficient adults who are employed but are required to improve English language skills to maintain employment.

The content is compatible with principles of language acquisition for adult learners of English and includes language skills which enhance the employee's career options within the company. Most skills included in this course are generic and their acquisition will benefit the worker at any place of employment. LEP workplace-readiness skills students should enroll in VESOL #9900050 LCP-A. The curriculum in LCP-A of VESOL is essentially centered around employability skills.

Since ESOL classes at the workplace include many levels of English proficiency, instructional techniques and assessment will vary according to the individual skill level of the student.

It is understood that the total course length and the number of hours per class will vary at each job site. This will dramatically affect the competencies that a student will master in the allotted time provided.

The curriculum frameworks for Workplace Readiness are divided into the following categories:

- New on the Job
- Communicating with Others
- Job Performance
- Working Safely
- Decision Making
- Job Advancement

## PROGRAM IMPLEMENTATION

Extreme flexibility in curriculum planning is required since the employer's priorities and goals largely determine the program structure.

The instructor and/or coordinator will:

- meet with the employer to complete a needs assessment
- discuss client's expectations for students participating in the program
- identify those expectations on the competency checklist
- using the State of Florida Curriculum Frameworks for Workplace Readiness for Adult ESOL as a guide, create a curriculum based on the employer's expectations
- develop realistic, attainable, workplace specific, curriculum outline

## METHOD OF INSTRUCTION

Since students in most workplace classes have similar objectives, large group instruction is most effective. Extensive use of cooperative learning structures which mirror quality work teams found in many businesses can provide students problem-solving opportunities which will be similar to situations faced on the job.

Students in workplace classes are typically aware of the English language requirements for success in that worksite. They are used in providing assistance to colleagues who are less proficient in English. These two factors can guide the instructor when choosing instructional methods. The classroom should include extensive opportunities to practice oral communication in English. The closer those practices can be to real work situations the better the application will be when the employee uses newly acquired English vocabulary and structures in the workplace.

## EVALUATION

Since workplace classes are designed to further an employee's ability to function in English in that setting, the best evaluation will involve the employee's supervisor. The supervisor is uniquely positioned to provide feedback on the impact the English class has had on the job effectiveness of the participant.

---

*Extensive use of cooperative learning structures which mirror quality work teams found in many businesses can provide students problem-solving opportunities which will be similar to situations faced on the job.*

---

BEST COPY AVAILABLE

## CITIZENSHIP COURSE

The purpose of the Citizenship course is to prepare students for success in the naturalization process required for all who have United States Citizenship as a goal.

The content includes preparation for the Citizenship Test, by including the study of U.S. History, government, culture, and symbols with specific emphasis on rights and responsibilities under the Constitution of the United States of America.

### PROGRAM IMPLEMENTATION

Citizenship courses have become very popular in many areas. There are several publishers that have developed excellent textbooks to guide learning of information necessary to be successful on the citizenship examination. Following the Performance Standards in the Curriculum Frameworks and/or a well-designed textbook should help students be successful in the quest to become a U.S. citizen.

### METHOD OF INSTRUCTION

Since students in citizenship instruction have similar goals, large group lock-step instruction is effective in most classes. Computer-assisted instruction (CAI) software programs will be very effective tools as students learn social studies issues required to pass the exam.

### EVALUATION

The measurable outcome will be the student's successful achievement of performance standards which demonstrate probability of success on the oral citizenship interview with the U.S. Department of Immigration and Naturalization Service personnel.

### ADULT ESOL ACADEMIC SKILLS (NEW COURSE JULY 1999)

This one-semester course, which may earn one Literacy Completion Point, is designed to prepare adult students for further education by providing concentrated instruction in ESOL Academic Skills competencies. Completion of LCP-A in this course will be documented by attainment of competencies.

This course reflects English language skills generally provided in 9-12 language skill levels. Performance standards may be presented to students in any order and skills may be integrated into lesson topics or taught separately. Classroom activities and materials should be current, culturally sensitive, and appeal to adults with a variety of learning styles and experiences. Instructional strategies must include methods that require students to identify, organize, and use resources appropriately; to work together cooperatively and productively; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities and higher-order thinking skills.

The one LCP in Adult ESOL Academic Skills will be documented by completion of the appropriate checklist. None of the approved assessments assess directly the subject matter taught in this course. Instructors will determine if students have successfully attained the competencies contained in the curriculum frameworks.

## APPENDICES

### APPENDIX A

#### ACRONYMS — ADULT EDUCATION

|       |                                                    |
|-------|----------------------------------------------------|
| ABE   | Adult Basic Education                              |
| AT    | Applied Technology                                 |
| DWD   | Division of Workforce Development                  |
| ESL   | English as a Second Language                       |
| ESOL  | English for Speakers of Other Languages            |
| FAC   | Florida Administrative Code                        |
| GED   | General Educational Development                    |
| LA    | Language Arts                                      |
| LCP   | Literacy Completion Point                          |
| LEA   | Local Education Agency                             |
| LEP   | Limited English Proficient                         |
| SAIL  | System for Applied Individualized Learning         |
| SBER  | State Board of Education Rule                      |
| VESOL | Vocational English for Speakers of Other Languages |
| VPI   | Vocational Preparatory Instruction                 |
| WAGES | Work and Gain Economic Self-Sufficiency            |

### APPENDIX B

#### RULES

**SBER 6A - 6.014, FAC,** *General Requirements for Adult General Education Program*, requires academic skills tests for adult general education. The purpose of this initial assessment is to place adult education students into the appropriate level.

**SBER 6A - 1.0943, FAC,** *Modifications of the State Student Assessment Test Instruments and Procedures for Exceptional Students and Other Eligible Handicapped Students*, provides examples of allowable testing procedure modifications which may include, but are not limited to, flexible scheduling, flexible setting, flexible recording of answers, mechanical aids, revised format, and flexible timing.

## S U M M A R Y

- Adult ESOL or Adult ESL means noncredit English language courses designed to improve the employability of the state's workforce through acquisition of communication skills and cultural competencies which enhance ability to read, write, speak, and listen in English.
- The State has determined that improvement of literacy or workforce readiness skills will be measured by attainment of LCPs using either state-approved tests or the state-approved ESOL competency checklists.
- Performance-based funding mandates documentation of completion and placement of students if districts and colleges are to receive funding. Effective student orientation, assessment, and placement are key components in an institution's plan to achieve those mandated outcomes.
- The curriculum frameworks are the minimum performance standards developed by practitioners to assist teachers of English for Speakers of Other Languages (ESOL) in providing consistency in the delivery instruction.
- The purpose of the Adult VESOL course is to provide English language instruction for limited English proficient adults, which will prepare them to be successful as students in vocational/technical programs.
- The four skill areas (listening, speaking, reading, and writing) are addressed within VESOL competencies at each completion point.
- The purpose of the Workplace Readiness Skills for the LEP Adult course is to provide English language instruction for limited English proficient adults who are employed but are required to improve English language skills to maintain employment.

All task forces are coordinated by the practitioners' professional organization, Adult and Community Educators of Florida, Inc. (ACE).



**Valorie Boyd, Executive Director**  
**Ron Froman, Taskforce Coordinator**  
 Adult and Community Educators of Florida, Inc. (ACE)  
 912 South Martin Luther King, Jr. Blvd.  
 Tallahassee, Florida 32301  
 (850)222-2233  
 Fax: (850)222-0133

## PRACTITIONERS' TASK FORCE FACILITATORS

### ADULT BASIC EDUCATION

**Barbara Van Camp**

Leon County Schools  
 283 Trojan Trail  
 Tallahassee, FL 32311  
 850-922-5343  
 Fax: 850-922-5352

### ADULT SECONDARY/GED/VPI

**John Wigley**

Brevard County Schools  
 2700 Judge Fran Jamieson Way  
 Viera, FL 32940  
 407-633-1000 ext. 376  
 Fax: 407-633-3520

### DATA/MIS

**Edythe Abdullah**

Florida Community College  
 at Jacksonville  
 501 W. State Street  
 Jacksonville, FL 32202  
 904-632-5049  
 Fax: 904-632-3109

### ESOL/CITIZENSHIP

**Tony Lagos**

Orange County Schools  
 445 W. Amelia Street  
 Orlando, FL 32801-2839  
 407-317-3200 ext. 2839  
 Fax: 407-317-3343

### VOLUNTEERS LITERACY / COMMUNITY INVOLVEMENT

**Darlene Kostrub**

Palm Beach County  
 Literacy Coalition  
 551 SE 8th St., Suite 101  
 Delray Beach, FL 33483-5183  
 561-279-9133  
 Fax: 561-265-3579

Florida Department of Education  
Division of Workforce Development  
Bureau of Program Improvement and Accountability  
325 West Gaines Street  
Tallahassee, FL 32399-0400

| Bureau of Program Improvement and Accountability |                                                                             |                             |          |
|--------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------|----------|
| Loretta Costin                                   | Bureau Chief                                                                | 850/488-7153<br>SC 278-7153 | Room 714 |
| Sue Yates                                        | Staff Assistant                                                             | 850/487-4438<br>SC 277-4438 | Room 714 |
| Linda Palmer                                     | Program Specialist                                                          | 850/922-5021<br>SC 292-5021 | Room 714 |
| June Alford                                      | Program Specialist<br>GED Client Services<br><i>Temporarily Assigned</i>    | 850/488-6622<br>SC 278-6622 | Room 634 |
| Adult Education and GED Client Services          |                                                                             |                             |          |
| Leatrice A. Williams                             | Program Director<br>Adult Education                                         | 850/488-6191<br>SC 278-6191 | Room 644 |
| Jacqueline Batts                                 | Program Specialist<br>GED Client Services                                   | 850/488-6622<br>SC 278-6622 | Room 644 |
| Fredia James                                     | Senior Word Processing<br>Systems Operator<br>GED Client Services           | 850/488-6622<br>SC 278-6622 | Room 634 |
| Karen James                                      | GED Client Service<br>Information Specialist<br><i>Temporarily Assigned</i> | 850/488-6622<br>SC 278-6622 | Room 634 |
| TBA                                              | Program Specialist<br>Adult Education                                       | 850/487-6692<br>SC 277-6692 | Room 644 |
| Eugene Stafford                                  | Program Specialist<br>Adult Education                                       | 850/487-4258<br>SC 277-4258 | Room 644 |
| Winnie Tolliver                                  | Staff Assistant<br>GED Client Services                                      | 850/488-6191<br>SC 278-6191 | Room 634 |

| Region I -- Panhandle      |                          |                             |          |
|----------------------------|--------------------------|-----------------------------|----------|
| Bill Wargo                 | Regional Director        | 850/487-2582<br>SC 277-2582 | Room 722 |
| Denise Baril               | Administrative Secretary | 850/487-4327<br>SC 277-4327 | Room 722 |
| Tom Knox                   | Regional Consultant      | 850/487-1499<br>SC 277-1499 | Room 722 |
| Marilyn Hatch              | Regional Consultant      | 850/487-9452<br>SC 277-9452 | Room 722 |
| Nancy Matheny-Evans        | Regional Consultant      | 850/488-3668<br>SC 278-3668 | Room 722 |
| Sandra Burkholder          | Regional Consultant      | 850/488-6070<br>SC 278-6070 | Room 722 |
| Region II -- Crown         |                          |                             |          |
| John Denmark               | Regional Director        | 850/922-2890<br>SC 292-2890 | Room 714 |
| Christa Tedder             | Administrative Secretary | 850/487-3161<br>SC 277-3161 | Room 714 |
| Teresa Bestor              | Regional Consultant      | 850/487-4440<br>SC 277-4440 | Room 720 |
| Rick Lockenbach            | Regional Consultant      | 850/487-4093<br>SC 277-4093 | Room 714 |
| Patti Askins               | Regional Consultant      | 850/488-0415<br>SC 278-0415 | Room 714 |
| Kenneth Plummer            | Regional Consultant      | 850/922-6244<br>SC 292-6244 | Room 714 |
| Region III -- East Central |                          |                             |          |
| Dorothy Bouie              | Regional Director        | 850/487-0603<br>SC 277-0603 | Room 714 |
| Locester Presha            | Administrative Secretary | 850/487-6700<br>SC 277-6700 | Room 714 |
| Rose Raynak                | Regional Consultant      | 850/487-0773<br>SC 277-0773 | Room 720 |
| TBA                        | Regional Consultant      | 850/487-1594<br>SC 277-1594 | Room 720 |
| Marcia Maxwell             | Regional Consultant      | 850/487-3599<br>SC 277-3599 | Room 720 |

| Region 4 -- West Central |                          |                             |          |
|--------------------------|--------------------------|-----------------------------|----------|
| Ted Bruce                | Regional Director        | 850/922-2534<br>SC 292-2534 | Room 754 |
| Kay Woolam               | Administrative Secretary | 850/487-3300<br>SC 277-3300 | Room 720 |
| Dwight Hyle              | Regional Consultant      | 850/922-5829<br>SC 292-5829 | Room 720 |
| John McNeely             | Regional Consultant      | 850/488-7933<br>SC 278-7933 | Room 722 |
| Ted Lane                 | Regional Consultant      | 850/487-6691<br>SC 277-6691 | Room 720 |
| Region V -- South East   |                          |                             |          |
| Connie Hicks-Evans       | Regional Director        | 850/487-0651<br>SC 277-0651 | Room 722 |
| Connie Rowan             | Administrative Secretary | 850/488-0118<br>SC 278-0118 | Room 722 |
| Ike Gibson               | Regional Consultant      | 850/487-3272<br>SC 277-3272 | Room 722 |
| Leslie Thurman           | Regional Consultant      | 850/487-0718<br>SC 277-0718 | Room 722 |
| Pamela Shrestha          | Regional Consultant      | 850/488-3129<br>SC 278-3129 | Room 722 |

## TASK FORCE MEMBERSHIP ESOL

Tony Lagos, Senior Administrator  
Orange County School District  
Laureen Durant, Manager  
Florida Hospital for Nutritional Services  
Olivia Fernandez  
Hillsborough County School District  
Dr. Edwina Hoffman  
Miami-Dade County School District  
Judy Langelier  
Palm Beach County School District  
Mati San Andres  
Seminole Community College  
Edwidge Crevecoeur-Bryant  
Florida Community College at Jacksonville  
Karolyn Sebree  
Sarasota County School District  
Dr. Maria Koonce  
Broward County School District  
Alma Glover-Smith  
Daytona Beach Community College  
Claudia Good  
Orange County School District  
Glenda Anderson  
Orange County School District  
Frankie Montello  
Orange County School District  
Bill Vivian  
University of Florida  
Monica Oliva  
Miami-Dade County School District

## ACKNOWLEDGEMENTS

**Tom Gallagher, Commissioner**  
Florida Department of Education

**DIVISION OF WORKFORCE DEVELOPMENT**  
Joseph E. Stephens, Director

Loretta Costin  
Bureau Chief of Program Improvement  
and Accountability

Leatrice A. Williams  
Program Director  
Adult Education Section

Greg Downing  
Education Policy Coordinator

**FLORIDA COMMUNITY COLLEGE SYSTEM**  
David Armstrong, Director

Lanny D. Larson  
Deputy Executive Director for WorkForce  
Development

Dave Tranchand, Economic Development and  
Occupational Specialist

**TECHNICAL ASSISTANCE TEAM**  
Robert Potsko, Program Specialist

Jane Silveria, Program Specialist

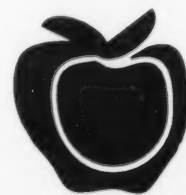
**EDITORIAL SERVICES / GRAPHIC DESIGN**  
Florida Human Resources and Development, Inc.  
K.D. Kinsley-Momberger

### FOR FURTHER INFORMATION AND TECHNICAL ASSISTANCE CONTACT:

**Leatrice A. Williams, Director**  
Adult Education Section  
Florida Department of Education  
Division of Workforce Development  
325 West Gaines Street, Room 644  
Tallahassee, Florida 32399-0400  
850-488-6191; SunCom 278-6191

### FOR ADDITIONAL COPIES, SEND REQUEST TO:

Florida Department of Education  
Division of Workforce Development  
Bureau of Program Management and Development  
325 West Gaines Street, Room 644  
Tallahassee, Florida 32399-0400  
1-800-342-9271 in Florida only  
Document No.: ESOL AEO66



FLORIDA  
Department  
of Education

www.firn.education

Full text of this document may also be accessed online at the ACE of Florida  
"Helpdesk" web site. The Internet address is:

<http://www.electro-net.com/~aceofm/toolbox.htm>